

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025 to 2026 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The East Manchester Academy
Number of pupils in school	1034
Proportion (%) of pupil premium eligible pupils	62.88
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jacqueline Bowen, Headteacher
Pupil premium lead	Ian Mountain, Assistant Headteacher
Governor / Trustee lead	Phil Beswick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£675,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2025-26)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£675,150

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that we will equip all pupils with the; knowledge, skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our curriculum is ambitious, broad and balanced. All staff understand the importance of equipping students with skills for life; vocabulary development is an important element of this vision. We strongly believe that students have the right to be able to access written and spoken information with confidence. Furthermore, they have the right to communicate their feelings and ideas with fluency enabling them to make a positive contribution as a 21<sup>st</sup> century global citizen.

It is our moral duty to address any imbalance or potential deficit in language. We are passionate about addressing any gaps and overcoming barriers. We will achieve this by raising the profile of the power of language whilst also providing staff with the strategies to explicitly teach vocabulary and equipping students with the skills to understand, and acquire, new vocabulary.

Through CPD and the delivery of consistent messages, staff know the importance of activating student prior knowledge in order to strengthen learning. In addition, staff are proactive in identifying potential misconceptions and vocabulary is part of this. We have devised a tiered and systematic approach grounded in research to deliver vocabulary instruction. In addition to this, we are developing the TEMA Canon which will involve each student being gifted up to six reading books every year.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is lower than that of their peers. In 2024, progress 8 was -0.39 for disadvantaged students compared to 0.64 for non-disadvantaged students.</p> <p>The EEF also published findings that show that the attainment gap has widen further due to the impact of Covid-19.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</a></p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The EEF highlighted the fact that this gap has widened further due to the impact of Covid-19.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</a></p>
3	<p>There has been an increased number of students with an EHCP and an increased number of students with SEMH needs post pandemic. These students will need the correct support to enable them to self-regulate for them to access our curriculum.</p>
4	<p>We recognise the significant barriers faced by disadvantaged students, particularly concerning their over-representation in disciplinary sanctions, as it is nationally. Our commitment to fostering a supportive and inclusive environment aligns with our vision of developing young people who can thrive despite their social contexts. To effectively address these challenges, we can implement a range of strategies across three tiers: high-quality teaching, targeted academic support, and wider strategies that engage parents and the community.</p>
5	<p>Internal data shows an increase in disadvantaged students needing counselling and mental health support, either self-referring or being flagged to staff, and responses to this need must be varied and tailored to individuals. Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers.</p>
6	<p>Nationally the attendance of disadvantaged students is much lower than that of non-disadvantaged students. The attendance of both groups in our school is higher than the national average for those cohorts, however there is a gap that we are looking to close. Having a lower attendance will negatively impact progress and requires continued attention, and we have seen progress made with this gap in the previous academic year.</p>
7	<p>Many of our disadvantaged students do not have access to opportunities to develop their wider school experience and therefore developing students' cultural capital is needed to support the curriculum.</p>
8	<p>From a recent survey found that one in five households with children were food insecure. Within our school population this figure will be much higher. Added to this Free School Meals in England are only available to children in families earning less than £7,400 per year after tax and benefits. Within our school population there is a high number of families living in poverty but earn more than this threshold, therefore there are high number of students that cannot afford healthy nutritional food and are struggling with uniform costs.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score of 43.5. There will be no progress 8 for this cohort of students.
Improved reading and comprehension among disadvantaged pupils across KS3 and KS4.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment for students with SEND in core subjects by the end of Key Stage 4	To increase the number of students with disadvantaged SEND on target in core subjects to above 80% at each Data Collection. To ensure that SEND students can access the curriculum with adaptations to meet their needs.
All students, including those who are disadvantaged, are well-supported with regards to their mental and emotional wellbeing.	Feedback from student and parent questionnaires shows students are well-supported, with no significant gaps for disadvantaged students. Pastoral team referrals for additional support reduce, with disadvantaged students proportionally represented.
Improved attendance for all pupils, particularly; SEND and disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being at least the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below national of 20.3%.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice. This includes opportunities for deliberate practice to enable staff to refine their teaching.	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. <a href="#">Effective Professional Development EEF</a> Bespoke CPD has been proven to improve classroom practice for staff at all levels.	1 2 3
Train staff in instructional coaching so that they can coach other staff to improve their expertise in the classroom	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. <a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a>	1 2 3
Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning and develop/secure expert subject knowledge.	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. <a href="#">Effective Professional Development EEF</a>	1 2 3
Employ Lead Practitioners in maths to improve the classroom practice of teachers in these departments, especially the Early Career Teachers.	EEF indicates that supporting teachers to deliver high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap.	1
Improving literacy in all subject areas in line with recommendations in the <a href="#">EEF Improving Literacy in Secondary Schools</a> guidance. Staff will be trained in delivery of vocabulary development. TEMA Reads initiative, where all students receive the TEMA canon via 1 additional hour of reading per week.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday Academy programme	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">EEF-Small group tuition</a>	1 2
Small group reading and phonics programme for students that have a reading age	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF - Phonics</a> Accelerated Reader for FSM students has a positive impact overall (+5 months) <a href="#">EEF – Accelerated Reader</a>	2
Ghyll head residentials, to give extra English, maths and science support to targeted students.	We used this residential last year and both students and teachers found it beneficial. Increasing the number of students that achieved Basics of 4+ and 5+.	1 4
iHive LSA	For students with SEMH, the iHive is a safe space where a select number of students with complex needs can regulate and complete work with the support from a trained LSA.	3
Change the pastoral structure, adding two Directors of Key stage and three apprentice LSAs, giving greater capacity and to give more targeted support to students	Employing <b>two Directors of Key Stage</b> and <b>three apprentice LSAs</b> aligns with EEF guidance by: <ul style="list-style-type: none"> <li>• Providing <b>individualised, responsive support</b> to students and families.</li> <li>• Enhancing <b>mentoring capacity</b> and relationship-building.</li> <li>• Supporting <b>diagnostic work</b> to understand barriers to attendance.</li> <li>• Creating a <b>consistent and inclusive culture</b> across year groups.</li> </ul>	3 4 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
0161 project to provide one to one and group-based intervention, and mentoring support. For students at risk of exclusion or dealing with social, emotional, and mental health challenges.	Disadvantaged students are more at risk of exclusion nationally and in particular students with SEND.	3 4 5
Increase the commission for the school counselling service. To ensure the school counsellor's availability during the start of the school day and form time to support students, triage any concerns presenting and arrange appointments during the day where appropriate.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	3 4 5
iThrive - The local authority have commissioned two CAMHS practitioners to work with young people at TEMA every Tuesday. Students are then supported through workshops or 1:1 interventions. The CAMHS practitioners use CBT therapy and families are supported to use interventions and strategies at home. An LSA is also employed to assess young people using an online screening service (SNAP Assessment) to assess	<p>The Greater Manchester i-THRIVE Programme uses the THRIVE Framework for system change (Wolpert et al., 2019) to improve mental health outcomes for the children and young people of Greater Manchester.  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-</a></p>	3 4 5



the emotional needs of students.	<a href="#">based interventions   Early Intervention Foundation (eif.org.uk)</a>	
Increased capacity for family engagement for targeted students, in particular SEN support. To build upon the support provided by the SEND and Student Services Team by increasing the capacity to make home visits, reduce the barriers between home and school and ensure parental engagement in statutory processes. To work with the families of students within SEND categories to improve school attendance.	TEMA data shows that students within the SEN support vulnerability group have lower levels of attendance and are at risk of higher rates of persistent absence. This is also the case nationally.	6
Parental communication relating to the importance of attendance.	Disadvantaged students can be at risk from lower rates of attendance and higher rates of persistent absences. This the trend nationally.	6
Seneca Learning	Disadvantaged students are at greater risk of underperformance academically. Seneca Premium subscriptions support students being able to revise independently. The subscription will allow teachers to target students specifically and support the development of powerful language within their subject area. Additionally, this will support students who have missed content as a result of the pandemic.	1 2
To offer a broad range of experiences and opportunities to develop students' cultural capital. Eg. Peripatetic lessons, trips to the theatre, cinema etc.	<a href="#">What is Ofsted's cultural capital?</a>	7
Contingency fund for acute and emerging issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All



## Pre-educational support (for example, related to uniform, health and wellbeing)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club, available to <b>all</b> students to ensure all students have a safe welcoming environment before the start of the school day.	The DFE are rolling out a free breakfast club from April 2025, quoting "Free breakfast will help ensure pupils start every day ready to learn, and in turn will improve behaviour, attendance and attainment." <a href="https://educationhub.blog.gov.uk/2024/11/27/free-school-breakfast-clubs/">https://educationhub.blog.gov.uk/2024/11/27/free-school-breakfast-clubs/</a>	1 6 8
Extra food provided at breaktime for all students that claim free school meals.	Offering free or subsidised breakfast can ensure that students start their day with a nutritious meal, improving their focus and readiness to learn (GOV.UK, Improving school food). <a href="https://www.gov.uk/government/news/improving-school-food">https://www.gov.uk/government/news/improving-school-food</a>	6 8
Subsidised school dinners, when families are struggling with the cost. Further support needed will be assessed.	Providing or subsidising school dinners for families in need, can help address immediate food insecurity issues. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>	6 8
Provide uniform for families that are struggling to afford them. Keeping warm this winter donation scheme.	Establishing a system where families can donate and borrow uniforms can alleviate the financial burden on families struggling to afford school attire (EEF, Wider strategies). <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>	6 8

**Total budgeted cost:** £ 640,000 + additional contingency based on emerging need.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 4 performance data and our internal assessments.

#### Attainment

Improvement of both the school curriculum and teaching within the academy have improved both the attainment and progress across all years. Funding spent on a regular and intensive CPD programme for all staff has improved classroom practice and this has been evidenced by both our own QA process and that of external QA. Alongside the CPD programme, Joint PPA time in each faculty has improved both the curriculum and its delivery, ensuring that the quality of teaching and learning has improved. Every year between 2016 and 2019 our progress 8 was between -0.76 and -0.87, since Covid and the return of exams we have seen massive improvements up to -0.26 (2022), -0.16 (2023) and -0.12 (2024).

Despite the absence of Key Stage 2 data for this cohort, SISRA estimates based on CATs provide a reliable benchmark. The overall Progress 8 score was +0.14, indicating positive progress across the cohort. For disadvantaged students, the Progress 8 score was -0.09, which, while below the whole cohort, still reflects a narrowing of the gap compared to previous years.

The Attainment 8 score for the whole cohort was 39.8, with disadvantaged students achieving 38.38. These figures show an improvement from the previous year, where disadvantaged students achieved 36.93.

However, Basics 4+ and 5+ outcomes saw a decline:

- Whole cohort: 45.5% (4+) and 24.9% (5+)
- Disadvantaged: 35.3% (4+) and 17.3% (5+)

This dip was significantly influenced by results in maths, which will be a key focus for improvement in the coming year. The school will review the effectiveness of revision strategies and targeted support such as Saturday Academy and residentials to address

this. Regular Basics meetings will be held to ensure that interventions are focused on the correct students and that results are measurable

The progress 8 score for our disadvantaged students has also seen a remarkable improvement, going from -0.9 in June 2019 to -0.09 this year (2025). Additionally, our disadvantaged students' attainment 8 score, which measures overall attainment, has improved from 33.6 in June 2019 to 38.38 this year (2025). Attainment and Progress in both mathematics and science have continued to improve, with maths above floor for the first time. These results are particularly commendable given the national research showing that the COVID-19 pandemic has had a disproportionate impact on the education and well-being of disadvantaged students. See [DfE guidance](#) for more information about KS4 performance measures. We are keen to see further improvements, setting extremely challenging targets to stretch both students and staff, with high support to achieve them.

Moving forward, we will continue to refine our approaches to assessing student learning and adapting our curriculum delivery to ensure that all students, including those with SEND, can consistently achieve their full potential. By maintaining our focus on providing a rich, balanced, and accessible curriculum, as well as supporting our staff's professional development, we are confident that we will sustain and build upon the positive momentum we have established.

## **Attendance**

To improve the attendance of disadvantaged students, the school continued to implement a range of targeted strategies:

- A focused attendance monitoring and intervention programme was maintained, with dedicated staff working closely with families to identify and address the root causes of poor attendance.
- A robust system of rewards and recognition for good attendance was embedded, with particular emphasis on celebrating improvements among disadvantaged students.
- Partnerships with external agencies and community organisations were further strengthened to provide additional support for families facing challenges that impact attendance.
- Staff received ongoing training and development to ensure a consistent, empathetic, and proactive approach to attendance management across the school.

The impact of these actions is clearly reflected in the attendance data for the 2024/25 academic year. Overall attendance increased from 91.3% in 2023/24 to 92.83%, exceeding the national average of 91.9% and placing the school in the top 30%

nationally for disadvantaged attendance, despite having one of the highest proportions of disadvantaged students.

Disadvantaged student attendance rose from 87.14% to 91.23%, outperforming the national average of 87.4% by 3.8% — a significant achievement.

Attendance for SEND students also improved, rising from 84.15% to 85.49%, showing progress despite remaining below the national average of 87.3%. EHCP student attendance reached 84.73%, just 0.27% below the national benchmark of 85%.

Meanwhile, non-disadvantaged student attendance increased from 94.4% to 95.26%, which is 1.8% above the national average of 93.8%.

These improvements reflect the school's sustained commitment to inclusive attendance strategies. Moving forward, the school will continue to refine its approach, with a renewed focus on supporting SEND and EHCP students, and deepening family and community engagement to ensure attendance gains are sustained and embedded.

### **Wider Strategies**

The TEMA offer continues to provide students with cultural experiences that many disadvantaged pupils might not otherwise access. This includes peripatetic music lessons, trips to the theatre, cinema, and other cultural venues, all designed to enrich students' understanding of the world and support curriculum engagement.

The impact of these enrichment activities remains significant. External QA has again noted that pupils enjoy the extra-curricular opportunities available through the TEMA offer, taking pride in performing in productions, attending cultural events, and participating in sports. Students have also embraced leadership roles, including those offered through The Duke of Edinburgh's Award.

Over 40% of students regularly attend breakfast club, and uptake of school meals has increased by 18%, helping ensure students are well-prepared to learn and supported pastorally. These wider strategies have contributed positively to pupil premium performance across the school.

The personal development curriculum continues to broaden students' horizons and deepen their cultural awareness. Pupils are increasingly confident in articulating how the programme supports their development as modern British citizens. The school community remains proud of the progress made in this area, with students celebrating each other's differences.

Building on this strong foundation, the school remains committed to ensuring that all students — particularly those who are disadvantaged — are well-supported in terms of their mental and emotional wellbeing. This objective aligns with our vision of preparing

students for success in their future lives and is central to our whole-school approach to student development.

To support this, the school has taken several key actions:

- Continued use of ClassCharts to reward students who demonstrate the school's REACH values (Respect, Equality, Ambition, Care, and Hardwork), reinforcing positive behaviours consistently.
- Ongoing implementation of the TEMA Way, a consistent approach to lesson delivery supported through regular CPD, which has contributed to improvements in behaviour and attitudes.
- Use of the Reward Shop within ClassCharts, which has been well-received by students, many of whom choose to spend their points on charitable donations.

These actions have had a tangible impact on student wellbeing, as evidenced by improved behaviour data and pupil voice feedback. Students feel recognised and valued, contributing to a stronger sense of belonging and engagement across the school.

In response to a review of value for money and impact, the school has discontinued its partnership with the MUFC Foundation. While the programme had previously supported targeted mentoring, it was not seen to deliver sufficient impact in the most recent year.

To strengthen pastoral support, the school has restructured its pastoral system, appointing two Directors of Key Stage to lead and coordinate support across year groups. Additionally, three apprentice LSAs have been employed to provide further capacity for in-class and emotional support.

The school has also continued its partnership with the 0161 project, which provides personalised interventions for students requiring additional support. This programme has had a positive impact, helping students regulate their behaviour and emotions more effectively and engage more successfully with their learning.

